

Full Length Research

Influence of Staff Training and Job Performance of Library Staff in Public University Libraries in the North Central Zone of Nigeria

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This study was carried out to determine the relationship between Influence of Staff Training and Job Performance of Library Staff in public university libraries in the North-Central Zone of Nigeria. The study was guided by one objective, one research question and one hypothesis. A survey research design was employed for the study. The population for the study was 983 and a simple random sampling technique was used to draw a sample of 284 respondents from 13 public university libraries in the North central Zone of Nigeria. A self constructed questionnaire titled Influence of Staff Training and Job Performance of Library Staff Questionnaire (ISTJPLSQ) was used as an instrument for data collection. The instrument was validated by three experts and pretested for reliability using Pearson Product Moment Correlation (PPMC) with a correlation co-efficient of 0.87 which showed that the instrument was reliable. A total of 284 questionnaire were distributed and 263 was retrieved. Data collected for the study was analyzed using descriptive and inferential statistics. Percentages and mean values were used to answer the research question while the Pearson Product Moment Correlation (PPMC) was used to test hypothesis at 0.05 level of significance. The findings of the study showed that staff training has a positive relationship with job performance of library staff in public university libraries in the North-Central Zone of Nigeria. Based on the findings of the study, it was concluded that staff training has a significant relationship with job performance positively correlated. Therefore, the study recommends among others that library staff should be well trained so as to boost their morale for the efficiency and effectiveness of their job.

Keywords: Staff Training, Job Performance, University Libraries, Library Staff, North Central Zone

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INTRODUCTION

Training is one of the most important aspects of motivating library staff. It is any learning activity which is aimed at acquisition of specific knowledge and skills for the purpose of a task or occupation. Training according to Ambani (2011) is a process aimed at assisting an individual to acquire knowledge, skill and attitude of the job. It is obvious that professionally trained staff always put in their best in carrying out their duties and responsibilities. Library staff is trained: such training includes on-the-job training and off-the-job training. Banjoko (2012) asserts that in order to record high staff performance among university library staff, off-the-job training should be provided to them because it is crucial in determining the extent to which an institution intends to achieve its academic goals, since this is motivational for the

purpose of realizing increased job performed. Job performance is the discharge of statutory duties or functions based on workers' fields of specialization which are geared towards the attainment of the institution goals and objectives. Job performance by Harikaran (2015) is a net effect of a person's effort as modified by his or her abilities, traits and role perception. It is the amount of energy used by an individual in performing task ability while traits are the individual's characteristics, which are used in performing the task. The role of task perceptions is the direction in which individual's characteristics are used in the task.

Statement of the Problem

Staff training is a key resource for high productivity in any library setting especially university libraries as staff is not well trained to put in their best in terms of service delivery to patrons. The multiplication effect is that when staff is not well trained, it brings dissatisfaction and they will either resign from the organization or constitute nuisance to the organization. This will encourage inefficiency and low productivity in achieving goals and objectives of the organization. A research conducted by Ademobi and Akintomide (2015) confirms that a dissatisfied staff will constitute nuisance to the organization and this in turn will result to low performance. Preliminary observation and investigation carried out by the researchers in some university libraries such as Federal University Libraries show that the library staff is performing their duties below expectations. The performance of these library staff may be connected with their poor staff training and other stress in their place of work. This is shown by the library staff attitude to work, where library staff goes to work late, reduced quantity of work output, increased friction which may be as a result of low performance on the part of the library staff.

Research such as that of (Ojobo, Ogbale & Tofi, 2020) has shown that literature relating to this study in the North Central Zone of Nigeria has been scanty, no similar study has been carried out in this area and this has created a gap that this study intends to fill.

LITERATURE REVIEW

Staff training is a program implemented by the manager or person of authority to provide specific staff members with the necessary skills and knowledge for their current role. It is an imperative of human resource management as they can improve the performance of the library staff in the organization, for this reason, high performing organizations have recognized need to use best training practices to enhance their competitive advantage. Training is the heart of a continuous effort designed to improve the Library Staff competence and organizational performance.

In other words, Library Staff that is well-trained can share their knowledge and skills while using their creativity to understand and improve the service in the organization. The call for training on the job in university libraries has been buttressed by Davis and Lundstrom (2011), who asserted that libraries face a host of new challenges, among them finding ways to stay relevant in the information age. The impact of developing the competencies of library staff has been acknowledged as a fundamental tool in promoting learning and assessment (Lockhart, 2011).

There are different types of training, which includes induction training, vestibule training, apprenticeship training, formal training, job training, promotional and internship training, on-the-job training and off-the-job training. Without training on the job, developing the scientific skills of library staff may be impossible (Olaniyan & Lucas, 2008). For the purpose of this study, staff training will be based on on-the-job and off-the-job training method. On-the-job training refers to learning impacted at the actual job location involving hands-on experiences. Off-the-job training involves giving training to the library staff at a place other than the real job location. In other words, on-the-job training involves library staff doing his usual task at the lime of learning while off-the-job involves being away from work environment that eliminates stress, frustration and bustle of day-to-day activities: by this library staff is able to concentrate on the training. On-the-job training is the simplest and cheapest method of training that involves training staff while doing the particular job he or she is employed for.

The various on-the-job training methods include: job rotation, internship, apprenticeship, special or study assignment and coaching. Programs included in off-the-job training method are vestibule training, computer assisted instruction, lecture or classroom method, organizational development, program instruction, extension or correspondence course while those on the stimulation techniques are; case study method, business game and role playing, critical incidents, in basket techniques, sensitivity training and increased trust and support (Eze, 2012). Apart from the flexibility, cost effectiveness and convenience often experienced in on-the-job training program. Banjoko (2012) fears that errors or mistakes committed or made while learning on-the-job can be very costly, According to him, there is no special school required in this learning process and there is maximum output to be contributed by all participants on this training. In order to record high performance among university library staff, off-the-job training should be provided.

Off-the-job training requires trainees to leave their work place and concentrate with their time towards the training objectives. Off-the-job training methods have become popular due to limitations of the on-the-job training methods such as facilities and environment, lack of group discussion and full participation among trainees from different disciplines and difficult decisions in determining who will practice as the trainer and what method. Hence, the training is provided away from their immediate workplace which might be from a specialist training centre or at a college or company's premises. Off-the-job type of training can be particularly useful for developing transferrable skills that can be used in different part of the business. It may be used to train library staff to be more effective in their jobs and eliminate job obsolescence. Sound learning principle should always be used and the trainer should have knowledge of such learning principles as feedback, transfer of learning, whole versus partial learning and motivation. Feedback is necessary for learning to occur as individuals learn faster when they receive immediate feedback on their performances.

In the off-the-job method, the development of trainees is the primary task while everything else is secondary. Off-the-job training methods include programmed instructions, classroom lectures, conferences and seminars, role playing, business game and behavior modeling. Off-the-job training can influence performance of library staff in the workplace (Chukwunenye & Igbokwe, 2011).

Job Performance is conceptualized as a multi dimensional construct consisting of more than one behavioral kind. Job Performance according to Campell, Mccloy, Oppler and Sager (2013) is measurable behaviors that are relevant to the achievement of organizational goals. It refers to how people perform their job. Job Performance is a property of behavior or plainly stated as what people do at work. To perform is to take a complex series of actions that integrate skills and knowledge to produce valuable results. How individuals carry out their jobs will determine if it is high or low. Muchinsky and Culbertson (2013) described Job Performance as a set of workers' behavior that can be measured, monitored and assessed as an achievement at individual level. It consists of those behaviors that are perceived to be in agreement with organizational goals. Job Performance is of interest to the organization because of the importance of high productivity in workplace. Thus, Job Performance is seen to express the extent to which an individual fulfills the responsibilities specified in the job prescription. This includes the fulfillment of the duties and delivery of the activities required by a job role. The Library Staff performance is hinged on their level of job performance in the library (Anyaegebu, Obiozor and Aghauche, 2015). This can be regarded as a major contribution to the success of services in library department of any university.

Saka and Haruna (2013) categorized the jobs performed in the Library into cataloguing and classification of materials, provision of reference services, charging and discharging materials to users. Each job performed by the Library Staff has its responsibilities. Some responsibilities in an academic library include online selection, ordering and acquisition, automated circulation of information resources, preparing online public access catalogue, provision of online reference services and digitization of information resources. Job performance according to Johari and Yahya in Okoye, Mbagwu, Abonum & Nwohiri (2019) has become one of the significant indicators in managing organizational performance. They opined that a growing emphasis has been given on staff job performance as a source of competitive advantage to promote responsiveness in enhancing overall organizational effectiveness. Job performance is when a staff is evaluated and assessed, to find out if the work is in line with the aims and objectives of the organization. It is the behaviour and outcome that a worker engages in which bring about that which are linked with and contribute to the organizational goals (Onukwube, Iyaba & Falana 2010).

Objectives of the Study

The general objective of the study is to determine the relationship between staff training and job performance of library staff in the Public University Libraries in the North Central Zone of Nigeria. The specific objective of the study is to:

- i. determine the relationship between staff training and job performance of library staff in the public university libraries in North Central Zone Nigeria.

Research Question

The following research question guided the study:

- i. What is the relationship between staff training and job performance of Library Staff in public University Libraries in the North Central Zone of Nigeria?

Hypothesis

The research seeks to test the following null hypothesis at 0.05 level of significance in an attempt to provide answer to the above question:

- i. There is no significant relationship between staff training and job performance of Library Staff in public University Libraries in the North Central Zone of Nigeria.

METHODOLOGY

This study adopted the survey research design. The population of the study is 983 and a simple random sampling technique was to draw a sample of 284 library staff from the 13 public university libraries in the North Central Zone of Nigeria. The instrument for data collection is the questionnaire. The instrument was validated and pretested for reliability using the pearson product moment correlation with a correlation coefficient of 0.87 which showed that the instrument is reliable. A total of 284 questionnaire was distributed and 263 was retrieved. Data collected for the study was analyzed using descriptive and inferential statistics, percentages and frequencies for the bio-data, mean values were used to answer the research questions while the pearson product moment correlation was used to test hypothesis at 0.05 level of significance.

Findings and Discussion

Table 1: Mean value analysis of the relationship between training and job performance of library staff in the university libraries in the North Central Zone of Nigeria

S/N	Statement	SA	A	D	SD	Total	Mean (\bar{x})	Decision
1	My being moved from one section to another in the library for on-the-job training enhances my performance.	204	49	10	-	263	3.73	S
2	I am given time to pursue academic degree (study leave) and this motivates my job performance.	180	55	20	8	263	3.54	S
3	My library periodically organize training on new technologies and techniques for staff and this enhances my job performance.	123	122	18	-	263	3.31	NS
4	I attend staff training program based on my cadre and this enhances my job performance.	128	99	35	1	263	3.34	NS
5	I have acquired much knowledge from computer assisted instruction organized by the library and this has enhanced my job performance.	156	58	44	5	263	3.38	NS
6	I am released to attend workshop, conference and seminars for my cadre. Thus, increasing my job performance.	130	63	51	19	263	3.15	NS
Significant mean value = 3.40								

Table 1: Shows the significant mean value of 3.40 on staff training which has a significant relationship with job performance of library staff which indicate moving the staff from one section to another in the library for on-the-job training enhances that job performance ($x=3.73$) which ranked higher. The staff is given time to pursue academic degree (study leave) ($x=3.54$). The library periodically organize training on new technologies and techniques for staff ($x=3.31$), the staff attend training program based on their cadre ($X=3.34$), and they acquire much knowledge from computer assisted instruction organized by the library ($X=3.38$). They are released to attend workshops, conferences and seminar for their cadre which increases job performance ($x=3.15$) which is having a less significant relationship on job performance.

Ho1: There is no significant relationship between staff training and job performance of library staff in public university libraries in the North Central Zone of Nigeria.

The Pearson Product Moment Correlation (PPMC) statistic was used to test this hypothesis. The result is presented in Table 1.

Table 1: Pearson Product Moment Correlation analysis showing the relationship between staff training and job performance of library staff in public university libraries in the North Central Zone of Nigeria.

Variable	N	df	r(Cal.)	r(Crit.)	ρ	Remark
Staff Training	263	261	.31	.11	.000	Significant
Job Performance						

The result of the Pearson Product Moment Correlation analysis presented in Table 1 shows that there is a significant (positive) relationship between staff training and job performance of library staff in public university libraries in the North Central Zone of Nigeria ($r(df\ 261) = .31, p < .05$). It also means that the calculated value of r ($r\ cal. = .31$) is higher than the table value of r ($r\ crit = .11$) both checked against the degree of freedom (df) = 261 and at 0.05 level of significance. On the basis of this result, the null hypothesis as stated was rejected and the alternative one was accepted. Thus, there is a significant (positive) relationship between staff training and job performance of library staff in public university libraries in the study area. The result implies that more training of the staff is significantly associated with high job performance of the staff.

Discussion of Findings

Staff training and job performance of library staff

Research question one on table one and hypothesis one on table one indicate a significant positive relationship between staff training and job performance of library staff in public university libraries in the North Central Zone of Nigeria ($r(df\ 261) = .31, p < .05$). It also means that the calculated value of r ($r\ cal. = .31$) is higher than the table value of r ($r\ cri = .11$) both checked against the degree of freedom (df) = 261 and at 0.05 level of significance. The result implies that more training of the staff is significantly associated with high job performance of the staff. The result of the findings corroborates with Davis and Lundstorm (2011) that training is the heart of a continuous effort designed to improve the library staff competence and organizational performance. Library staff that is well trained can share their knowledge and skills while using their creativity to understand and improve the service in the organization. The call for training on the job in university Libraries has been buttressed by the authors who asserted that libraries face a host of new challenges, among them finding ways to stay relevant in the information age. The impact of developing the competencies of library staff has been acknowledged as a fundamental tool in promoting teaching and assessment. The result also agreed with Olaniyan and Lucas (2008) who noted that without training on the job, developing the scientific skills of library staff may be impossible. It is also in line with the interviewed university librarians who supported that lack of training hinders the staff promotion to the next level. Therefore, there are different types of training which includes induction training, vestibule training, apprenticeship training, formal training, job training, promotional and internship training, on-the-job and off-the-job. The authors went further to explain that staff training will be based on on-the-job and off-the-job training method. On-the-job refers to learning impacted at the actual job location involving hands on experiences. Off-the-job training involves giving training to the library staff at a place other than the real job location. In other words on-the-job training involves library staff doing their usual task at the time of learning while off-the-job involves being away from work environment that eliminates stress, frustration and bustle of day to day activities.

The study also agrees with Banjoko (2012) who fears that errors or mistakes committed or made while learning on the job can be very costly. According to him, there is no special school required in this learning process and there is

maximum output to be contributed by all participants on this training. In order to record high performance among university library staff, off-the-job training should be provided. This result also agreed with Chukwuenye and Igbokwe (2011) who maintain that off-the-job training can influence performance of library staff in the workplace.

CONCLUSION

Based on the findings of the study, it was concluded that there was a positive significant relationship between staff training and job performance of library staff in public university libraries in the North Central Zone of Nigeria.

RECOMMENDATION

1. The funding and budgeting of the library should be increased by the government which will help the library to have enough funds to finance career development program of the staff and to acquire necessary facilities needed in the library. Library management should organize ICT seminars for the library staff which will help them to acquire ICT skills and they will be able to operate ICT facilities in the library effectively.

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